



The Sutton Academy

Assessment & Feedback Policy

Status	Non-Statutory
Responsible Governors' Committee	ALT
Date last approved by GB	Not Applicable
Responsible Person	Miss L Gobin
To Review Date	September 2026
Last Amended Date	September 2024

Rationale

At The Sutton Academy we believe that:

- Assessment is key to learning and should be built systematically into the planning of lessons.
- Formative assessment and high-quality feedback are one of most effective things we can do as teachers which will make a difference to our students learning.
- Assessment and feedback is a shared, two-way activity. It should aim to encourage dialogue, build rapport and develop the self-regulation skills of learners.
- Feedback must be focused. Teacher expectations should be shared with the students as success criteria which describe the standards that the students should aspire to achieve.
- To be effective, feedback should comprise 3 elements: exactly what the learner has done well, what they need to work on and a challenge activity which will move the students forward in their learning.
- To be highly effective, feedback should also include opportunities for the students to respond to feedback (WIT) and further teacher comment (to secure improvement and/or to praise the student for their efforts and progress).
- Feedback with regards to what is done well and what needs to be developed should be focused and specific, and wherever possible in relation to the success criteria.
- Modelling is an important part of the feedback process and teachers should take every opportunity to share exemplar responses with students before they draft their first response.
- Feedback should convey that a student's effort, as well as the outcome, is valued by the teacher.
- High quality feedback contributes positively to behaviour management and leads to increased motivation and engagement in learning.
- Assessment and feedback must be used by teachers to inform responsive teaching.

The Sutton Academy Marking Expectations:

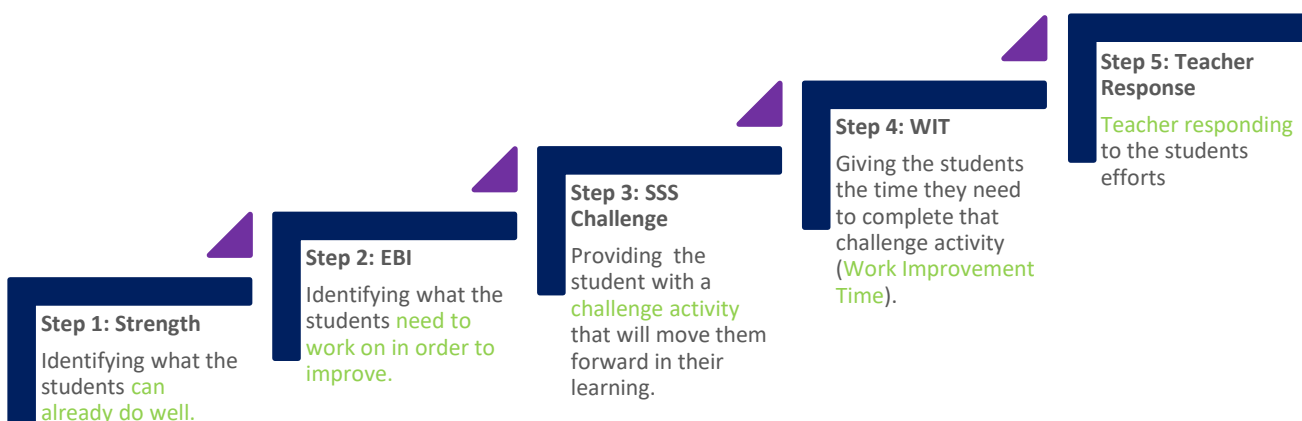
- At the Academy, teachers monitor students' books frequently and regularly.
- It is good practice, to monitor books during phases of the lesson when students are working independently and silence and teachers are circulating.
- If the student's book, is produced to the desired standard, there is no expectation for the teacher to comment.
- If the student's book has poor presentation, omissions in work, or demonstrates anything less than a good attitude to learning, the teacher must comment in writing.

The Sutton Academy Feedback Expectations:

Whole class feedback is adopted at The Sutton Academy as:

- ✓ It is time efficient, and this has positive implications for staff workload.
 - ✓ The quality of the feedback a teacher can provide is higher.
 - ✓ It allows the teacher to spot common mistakes and misconceptions.
 - ✓ It can inform your teaching in a meaningful way.
 - ✓ Students are more likely to engage with the feedback in a way that aids and improves learning.
- Students should receive five step feedback in line with faculty curriculum and assessment plans (on average two five step feedback points per half term).
 - Teachers will provide feedback using the 'Five Step Feedback' model.
 - Teachers will provide students with feedback comments that are clear and relate to specific success criteria (either via a whole class feedback or individual feedback approach)
 - Students will be provided with a challenge activity that will help to move learning forward (The SSS Challenge) and have dedicated work improvement time to complete that challenge.
 - It is expected that teachers check student responses to the challenge activity.
 - Teachers' comments will be written in red pen and student responses to be written in green pen.

The Five Step Feedback Model:



The SSS Challenge:

- After every key assessment the students will be provided with a challenge activity that will help to move learning forward (The SSS Challenge) and have dedicated work improvement time to complete that challenge.
- The level of challenge will be selected based on the students' performance on the key assessed piece:
 1. **Secure Challenge:**
This is a challenge which secures students' knowledge and understanding as it addresses a mistake, misunderstanding, or misconception.
 2. **Sustain Challenge:**
This is a challenge which helps to sustain students' knowledge and understanding as it helps to embed or consolidate key information.
 3. **Stretch Challenge**
This is a challenge which aims to stretch students thinking as it moves learning forward by extending or deepening student knowledge and understanding.

Monitoring and Evaluating

Please refer to the Monitoring and evaluation cycle.

Literacy and Numeracy

Written, electronic and verbal assessment of literacy and numeracy must adhere to the academy Literacy Policy and academy Numeracy policy.

Electronic Marking

The process of e-Assessment at The Sutton Academy should follow the following format;

E-Submission:

Students submit their work at the end of each lesson.

E-Monitoring:

Teachers read through, annotate, and provide comments on students' work. If the student's work, is produced to the desired standard, there is no expectation for the teacher to comment. If the student's work has poor presentation, omissions in work, or demonstrates anything less than a good attitude to learning, the teacher must comment electronically.

E-Feedback:

This should be completed using the Add Comment feature on MS Word. An additional feedback sheet should be completed and a copy retained by the class teacher for Assessment records.